



Judy Snow
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Review and What's New



Getting Organized

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Spring 2013





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- What's New
- Test Security
- Accommodations
- Contact Information

Training

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What's New

■ Going Green

- OPI secure website for internal documents and collaboration
- Clarification on standard accommodations coded ** for non IEP/504/LEP students
- Online reporting programs
 - OPI
 - Measured Progress



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Going Green

All materials posted online

November 2012 JUMP Checklist

- CRT Test Coordinators Manual
 - CRT Test Administration Manual
 - CRT-Alt Test Administration Manual
 - OPI Accommodations Manual
 - OPI Accommodations Guidance
 - OPI Test Security Manual
 - Printable Testing Irregularity Report
 - Information memos for test security agreements for principals and system test coordinators
 - Test security information memo for teachers
- http://www.opi.mt.gov/curriculum/MonTCAS/#p7GPc1_7



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Secure Collaboration Site

- Site, user name, and password were sent to all System Test Coordinators the week of December 10, 2012.
 - All are confidential and should only be used by System Test Coordinator.
 - They should not be shared and should be kept in a secure location.
- Types of documents
 - Instructions for online request and reporting programs
 - Other internal documents
- Contact Ashley Makowski
 - 406-444-3511 or amakowski@mt.gov



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OPI Online Reporting Programs

Instructions for accessing the programs and obtaining passwords were posted on the collaboration site on December 15, 2012.

1. Requests for approval for ** standard accommodations
 - Window: Dec. 20, 2012 – Feb. 1, 2013
2. Testing Irregularity Reports
 - Window: Feb. 17, 2013 – April 15, 2013
3. Non-participation reasons for enrolled students—**Not New**
 - Window: March 5, 2013 – April 15, 2013

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Standard Accommodations Coded **

- Intended for IEP/504/LEP Students
- Usually for medical emergencies
 - In those cases, contact Judy Snow
- Online requests required for non medical emergencies for non IEP/504/LEP students

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Guidelines for Standard Accommodations Coded **

For Non IEP/504/LEP Students and Not a Medical Emergency

- The accommodation is determined and requested on an individual basis.
- The accommodation has been in place and used regularly in classroom instruction for at least three consecutive months.
- A team made the decision about the appropriateness of the accommodation for instruction and formalized assessments.
- There are data to demonstrate the effectiveness of the accommodation for the student on formalized assessments.
- The accommodation is used in the administration of ALL other formalized assessments such as MAPS, chapter tests, unit tests, and other tests administered to groups of students.

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Measured Progress Online Programs

Not New But Important Reminders

CRT-Alternate Registration

- Students who enroll after December 3, 2012
 - January 2 – 15, 2013
 - Contact Judy Snow for enrollment after Jan. 15.

CRT-Alternate Test Booklets Download

- January 17: Receive memo with instructions and password.

Test Security Agreements

- After testing is completed, follow the instructions on the information memos posted online.

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One Shipment of Testing Materials

February 14-15, 2013

- Memo
- Materials Summary
- Barcode labels—sorted by grade, teacher, student
- Form for unused barcode labels
- CRT Test Coordinators Manual (TCM) – One manual for each school packed with the lowest grade's materials
- Test Administrators Manuals (TAM) – One per grade for each school plus one for every twenty students enrolled
- Special Handling Envelope
- UPS ground label for returning test booklets and CRT Alternate materials
- "For Return of Used Answer Documents" Envelope(s)
- Flat box with pre-affixed UPS 2Day \$5 label for returning used Answer Booklets
- Test booklets including large print and Braille
- Answer booklets
- CRT-Alternate Return Materials
- CRT-Alternate Test Materials Kits

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Quality Assurance Checklist

Optional checklist may be used for

- Training
 - Guidance
 - Logging activities
-
- Sections
 - Before, during, and after testing
 - Training, test security, arrangements, administration

<http://www.ppi.mt.gov/pdf/Assessment/security/13Checklist%20QualityAssurance.pdf>

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Quality Assurance Training Log Template

The template provided, or a similar one, should be used to record trainings and attendees and kept at each school with the principal/authorized representative.

It should contain the following:

- School and system name
- Title of training, date, time, presenter
- Columns for attendees
 - Time in
 - Time out
 - Name
 - Signature
 - Check box for receipt of materials

http://www.opi.mt.gov/pdf/Assessment/security/13CRT_TrainingLog.pdf

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Test Security Agreements Information Memos

Agreements for System Test Coordinators and School Principals/Authorized Representatives

- The information memos should be printed and distributed
 - <http://opi.mt.gov/Curriculum/MontCAS/index.html#qam13>
 - Directions for online submission are included in the memo.
 - Window opens March 9, 2013

Information sheet for teachers to know what training to expect.

- The information sheet is online. A copy for each person administering the CRT or CRT-Alt should be printed and distributed prior to training.

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Test Irregularity Reporting Process

- 2013 Test Security Manual, pages 8 and 22

- Online reporting program
 - Instructions on collaboration site
 - Window opens February 17, 2013

- Who should be informed?

- System Test Coordinator
- Principal
- Superintendent
- OPI—within three days by phone and five days online

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Reminders

- Delays in accurate AIM data entry or return of used Answer Booklets could impact timely reporting of results and/or impact individual district or school AYP results. All dates are in the November 2012 JUMP.
- Any missing Test Booklets or delays in returning them to Measured Progress are considered a security breach and will be treated as a serious testing irregularity and could impact AYP results.

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Test Administration

- Set school testing window
- Set training schedule
- Train staff and maintain training log
- Identify students to be tested
 - Be sure students are enrolled at your school and that your student information is current and correct in AIM
- Identify students who will be taking the CRT-Alternate
- Schedule preparation time for the CRT-Alternate
- Make arrangements for accommodations
- Make arrangements for make-up testing

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Test Security

Maintaining a Standardized Test Environment

- "Do NOT" activities are listed in the *Guidelines and Procedures for Test Security*
 - Do not answer questions related to the test
- "Do" activities are also listed in the *Guidelines*
 - Do cover or remove bulletin boards and instructional aids
 - Do ensure that no student has any form of assistance or material that other students in the state do not have.
 - Do clear home screen (not memory) of calculators both before and after calculator use sessions.

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Teacher Information Sheet

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Training on Key Issues: Test administration, test security, accommodations

- Test materials must be kept secure when not being used for testing.
- Test materials must not be reproduced (unless directed to do so for specific circumstances or assessments) or in any way released without the written consent of the Office of Public Instruction.
- Test items, questions, reading passages, or performance tasks may not be shared or discussed.
- All test booklets and answer booklets must be returned to Measured Progress on time.
- In the testing classroom:
 - What constitutes coaching?
 - What materials can and cannot be displayed in the testing classrooms?
 - Accommodations with expanded reminders
- **Calculator use**

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Test Security Agreements

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System Test Coordinators

- Training educators who handle testing materials and/or administer the assessment(s)
- Securing materials
- Notifying OPI of testing irregularities

Principals/Authorized Representatives

- Insuring that school personnel who handle testing materials and/or administer the assessment(s) have received appropriate training regarding testing security and test administration.
- Providing secure locations for testing materials
- Fostering standard administration procedures and appropriate climate for testing

All educators should expect and receive training specified on the Teacher Information Sheet.

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Other Testing Situations

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- Montana Youth Challenge Academy
- Job Corps
- Montana Digital Academy
- Home Schooled Students
- Home Bound Students
- Students Who Move
- Students in Treatment Centers
- Students Who Do Not Participate

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Accommodations are changes in the standard practices and procedures used to teach and assess individual students.

•Accommodations decisions are made for individual students not groups of students.

•For use on a standardized test, accommodations should be in place and used in formal classroom assessment routinely three months prior to the standardized assessment.

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Standard Accommodations Reminders

- There is no standard accommodation (including oral presentation) that provides an opportunity for a student to request or receive help on a specific word, phrase, line, pronunciation, definition, item, question, answer choice or any part of the assessment.
- Standard accommodations do not override standard administration of the CRT or the need for independent work by the students.
- Allowable standard accommodations for the CRT that are described in a student's IEP/504/LEP Plan should match those used during the administration of the CRT.
- Non-standard accommodations for the CRT that are described in a student's IEP/504/LEP Plan should be used during the administration of the CRT.

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Accommodations Categories

- **Presentation accommodations**– Allow students to access information in ways that do not require visual reading of standard print.
- **Response accommodations** – Allow students to complete activities or respond to questions in different ways.
- **Setting accommodations** – Change the location in which an activity or test occurs or the conditions of the setting.
- **Timing and Scheduling accommodations** Change the way in which the time is organized.

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Accommodations Descriptions

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See pages 4-6 of the 2013 Accommodations Guidance Memo

<http://opi.mt.gov/PDF/Assessment/CRT/TA/13AccommodationsGuidanceMemo.pdf>

- 5. Small Group Administration
- 14. Template
- 16. Writing Tools (Equipment)
- 17. Voice Activation
- 19. Dictation
- 20. Writing Tools (Recording)
- 21. Assistive Technology
- 22. Oral Presentation



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Small Group Administration

No more than 15 students

Oral presentation, no more than 3- 5 students

- Assessment results support the accommodation for each student.
 - Documentation of remedial reading services and/or special education and supplementary aids and services.
 - Through all formal classroom assessment, it has been determined and documented that the student benefits from oral presentation as her/his way of learning.
 - Should be a low-incidence accommodation.
- **Math and Science**
- Tests may be read aloud to a student by the Test Administrator as a standard accommodation.
- **Reading:**
- Test questions and answer choices may be read aloud to a student by the Test Administrator as a standard accommodation. The reading passages MAY NOT be read aloud to a student as a standard accommodation.

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Equipment Accommodations

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Equipment Accommodation

14. Template



16, 17, 19, and 20 specify the following guidance:

- Regardless of the device or method used in the accommodation, the test administrator must transfer what the student said/wrote/indicated directly into the appropriate space in the answer booklet.
- The student may review what the test administrator transferred, but the test administrator may not initiate any changes.
- Student answers must be entered into the answer booklet NOT on a separate piece of paper.

21. Assistive Technology
- Recording Accommodation



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Oral Presentation as a Non-Standard Accommodation

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■ Reading:

- Reading aloud of the reading passages to a student or the student using text-reader software for reading passages is considered a non-standard accommodation.



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Impact of Accommodations on Test Scores

Standard Accommodations change the way in which a student participates in a test, but do not alter what the test is designed to measure.

Nonstandard Accommodations change the nature of what is being measured by a test.

Impact on Validity of Test Score: none; score can be aggregated with scores of students taking the test without accommodations.

Impact on Validity of Test Score: The score becomes invalid; the student becomes a non-participant when calculating participation rates for AYP, and the score is not included in calculating a school's proficiency rate (AMO) for AYP.



Eligibility for Accommodation Use for the CRT--General Population

General Student Population	Parameters for use of Standard Accommodations	Parameters for Use of Nonstandard Accommodations
General student population	<ul style="list-style-type: none"> • Can be used, must be based on individual student need and not an instructional strategy determined for a group of students. • Must be a practice routinely used by this student in classroom instruction and assessment for at least 2-3 months prior to testing. • Accommodation(s) used must be coded in the Student Answer Booklet on page 2. • *Accommodations intended for students with IEPs/504 or LEP plans only. Approval is required for general education students using the online approval program. 	<ul style="list-style-type: none"> • Not allowed under any circumstances.

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Eligibility for Accommodation Use for the CRT--General Population

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General student population	<ul style="list-style-type: none">• Can be used, must be based on individual student need and not an instructional strategy determined for a group of students.• Must be a practice routinely used by the student in classroom instruction and assessment for at least 2-3 months prior to testing.• Accommodation(s) used must be coded in the Student Answer Booklet on page 2.• **Accommodations intended for students with IEPs, 504 or LEP plans only. Approval is required for general education students using the online approval program.	<ul style="list-style-type: none">• Not allowed under any circumstances.

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Eligibility for Accommodation Use for the CRT--LEP Students

LEP Students	Parameters for use of Standard Accommodations	Parameters for use of Non-Standard Accommodations
LEP Students	<ul style="list-style-type: none">• Can be used, based on individual student need.• Must be a practice routinely used by this student in classroom instruction and assessment for at least 2-3 months prior to testing.• Accommodation(s) used must be coded in the Student Answer Booklet on page 2.	<ul style="list-style-type: none">• Can be used if need for accommodation is documented in the student's IEP/504 Plan or after consultation with the CPE state assessment director and the CPE bilingual specialist.• Accommodation(s) used must be coded in the Student Answer Booklet on Page 2.• Student's results for content area will not be calculated in the averages for AYP Determination. Student will be considered a non-participant in the calculation of the AYP participation rate.

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Frequently Asked Questions

- Make up Tests
 - Sequence of sessions when one session is missed?
- Test administration personnel
 - Who should administer the CRT and the CRT-AIT?
- Disruptive students?

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OPI Contact Information

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